DOCUMENT RESUME

ED 371 589 FL 022 166

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TITLE Understanding Chinese Students' Language Beliefs and Learning Strategy Use.
PUB DATE 17 Apr 93
NOTE 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS College Students; *Cultural Traits; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; *Learning Strategies; Second Language Learning; *Second Languages
IDENTIFIERS *Chinese People; *Taiwan

ABSTRACT

A study investigated the language attitudes and language learning strategies of 505 undergraduate students of English as a Second Language (ESL) in Taiwan. All had studied English formally for at least seven years; few had lived or traveled abroad. The subjects were administered three questionnaires: a language beliefs inventory; language learning strategies inventory; and individual background survey. Results show four kinds of student beliefs about English language learning: a strong sense of self-efficacy about learning English and positive expectation of outcomes; high value placed on the learning of English; endorsement of the concept of language learning ability, with varying perceptions of the characteristics of a good language learner; and strong beliefs favoring traditional, formal language instruction. Six groups of language learning strategies also emerged: formal oral-practice strategies; strategies for compensating for limited knowledge; social strategies such as help-seeking and correction-seeking; metacognitive strategies to manage or regulate learning, such as self-monitoring; functional practice strategies, such as actively seeking opportunities to use English; and cognitive-memory strategies, including direct analysis, transformation, association, or synthesis of the target language. The study also compared results with similar studies of American ESL students. Instructional and research implications are noted. Survey data are appended. Contains 22 references. (MSE)

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ED 371 589

Understanding Chinese Students' Language Beliefs and Learning Strategy Use

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Paper Presented at the 27th Annual Convention & Exposition of Teachers of English to Speakers of Other Languages

Atlanta, Georgia, USA

April 17, 1993

FL022166

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1. INTRODUCTION

As suggested by recent research, learning strategies play an important role in the process of second language acquisition. Students used learning strategies to assist themselves in learning a second language. Thus, the use of learning strategies affects students' achievement. In addition, among the factors associated with students' choice and use of language learning strategies, Rubin (1987) has suggested that the examination of students' beliefs about language learning is helpful in understanding why students chose some learning strategies and rejected others. Knowledge of students' beliefs also provides teachers with better understandings of their students' "expectation of, commitment to, success in, and satisfaction with language classes" (Horwitz, 1988). Therefore, to improve the effectiveness of our language teaching and to help our students become better learners, it is important to understand our students' beliefs and learning strategy use.

In this paper, I will report a study which investigated students' beliefs and learning strategies. Especially, my purpose is to examine the beliefs of Chinese college students in Taiwan about language learning and their use of learning strategies.

I will first introduce the study, report its general results, then compare the Chinese EFL students' beliefs and learning strategies to those of their ESL counterparts. Finally, I will discuss its pedagogical implications.

2. THE STUDY

2.1. Development of the Questionnaire

In this study, an English Learning Questionnaire was used, which was composed of three measures: *Beliefs About Language Learning Inventory* (BALLI), *Strategy Inventory for Language Learning* (SILL), and Individual Background Questionnaire.

The author translated the three measures into Chinese and added one additional open-ended question to the end of both the BALLI and the SILL to elicit any additional beliefs or strategies from the subjects. Based on the item analysis of a pilot study, the author modified and edited three measures into the current questionnaire:

Part 1—contains 35 questions from Horwitz's (1987) *Beliefs About Language Learning Inventory.*

Part 2—contains 49 questions from Oxford's (1989) *Strategy Inventory for Language learning*.
Part 3—contains Individual Background Questions designed by the author.

2.2. The Survey Sample

505 undergraduate students from six public and private universities in Taiwan participated in the study.

2.3. Description of the Survey Respondents

All the subjects had studied English formally for six years in junior and senior high schools and for at least one more year as university freshmen. Less than 4 percent (only 18 of 505) of the subjects had lived abroad or visited foreign countries for a very short time. The subjects ranged in age from 17 to 29, with an average age of 19. Of the 505 students, 194 were male and 311 were female. A majority of the students (73%) were freshmen; 9 percent were sophomores; 11 percent were juniors; and 7 percent were seniors

2.4. Data Analysis

Data analysis of this study included quantitative as well as qualitative analysis of the data.

The quantitative analysis of this study involved several statistical procedures: (1) Descriptive statistics, including frequencies, means, and standard deviations; and (2) Principal-component analyses and factor analyses for the underlying factors for the BALLI and the SILL items.

For analysis of the open-ended questions, the answers to these questions by each subject were listed and then categorized into several groups. Then the frequency of each belief and strategy group was calculated. These results together with the statistical results were used to understand better these Chinese college students' beliefs about English learning and their use of language learning strategies.

3. GENERAL RESULTS

3.1. Beliefs About English Learning

Based on the results of factor analysis, the Chinese students' beliefs about English learning can be categorized into four groups :

3.1.1. Self-Efficacy and Expectation About Learning English

Many students had a strong sense of self-efficacy about learning English and 80 percent believed that they would learn to speak English very well.[1] With the belief that English is not a very difficult language to learn, most students did not feel timid when speaking English and enjoyed practicing with native speakers. If fact, 45% of the students considered English a language of medium difficulty while 37% called it an easy language; and 66% enjoyed practicing English with the Americans they met. For details, see Appendix A.

3.1.2. Perceived Value and Nature of Learning Spoken English

Most students felt positive about the importance and usefulness of learning spoken English. They (98%) wanted to speak English well, with a purpose either to have American friends or to get a good job. As for the beliefs about the nature of learning spoken English, many students believed in the importance of repetition and practice and felt positive about the effectiveness of an English-speaking environment for learning spoken English. In this study, 90% believed that it is important to speak English; and 88% associated the ability to speak English with better job opportunities. About 98% agreed that it is important to repeat and practice a lot; 71% endorsed the use of cassettes for practice; 90% felt that English-speaking countries were the best environment for learning English. Also, 85% felt that it was permissible to guess and 92% rejected that one shouldn't say anything until one can say it correctly. However, over 80% agreed that if one allowed beginning students to make errors in English without correction, it would be difficult for them to speak correctly latter on. Meanwhile, 97% believed that it is important to speak English with excellent pronunciation.

It seemed that these EFL students were torn between two conflicting beliefs. While many of these students tried to encourage themselves to speak English from the very beginning, influenced by the traditional Chinese ideas about education, as well as the dominance of entrance examinations in Taiwan, which emphasized and valued accuracy, these Chinese students also suffered from their concerns for correctness and fears of error fossilization.

3.1.3. Beliefs About Foreign Language Aptitude

These Chinese students generally endorsed the concept of a special ability for learning foreign languages. Yet, they responded differently to the items concerning which types of people are better language learners. About 85% agreed that some people have a special ability for learning foreign languages. And 78% agreed that everyone can

learn to speak a foreign language. Some students related the special ability of learning foreign languages to certain groups of people, such as multilingual (54%), women (30%), and people who are good at math or science. Encouragingly, over three-fourths of these students agreed that everyone can learn to speak a foreign language.

3.1.4. Beliefs About Formal Structural Studies

Affected by traditional teaching methods which emphasize teaching grammar and translation, many students in this study held strong beliefs in formal structural studies of English. Learning vocabulary, grammar, and translation were considered the most important parts of learning English. For example, 55% considered learning vocabulary as the most important part of learning a foreign language, and 91% agreed that language learning involves a lot of memorization.

However, there were also a substantial number of students who rejected the formal structural approach and expressed interests in the communicative practice and use of English. There are 72% and 45% of the students rejected that learning translation and grammar is the most important part of learning a foreign language. Several of these students expressed beliefs rejecting a formal structural approach when answering the open-ended question: "Listening and speaking is more important (than reading and writing)"; "Current English classes need to place more emphasis on conversation (listening and speaking) practice, not on English-Chinese translation of the text, nor on grammar study"; "Learning languages should emphasize all four skills (i.e., listening, speaking, reading, and writing), not just one"; and "An important part of learning a foreign language is learning to use it in daily life."

3.2. Learning Strategies Used

Based on the results of factor analysis, the language learning strategies can be also categorized into six groups of strategies (in order of use frequency):

3.2.1. Formal Oral-Practice Strategies

Formal oral-practice strategies contain those practice strategies which focus on the formal or structural aspects of the spoken language as contrast to its meaning, such as practicing the sounds of English (86%), trying to imitating native English speakers (75%), and repeating saying or writing English words (81%). For details, see Appendix B.

3.2.2. Compensation Strategies

Compensation strategies enable students to make up for limited knowledge in the process of comprehending or producing the target language, such as making guesses (93%), using gestures (79%), and making up new words to get their meaning across (70%).

3.2.3. Social Strategies

Social strategies are actions that involve other people, such as seeking help (60%) or correction (69%) from other people, practicing English with other students (60%), etc.

3.2.4. Metacognitive Strategies

Many of the students reported using metacognitive strategies to manage or regulate their learning, such as finding out a better way to learn English (90%), monitoring their learning process for errors (83%), and evaluating their progress (68%). About three-quarters of these students also monitored their emotional reactions, such as noticing if they were tense or nervous when they were studying or using English.

3.2.5. Functional Practice Strategies

Functional practice strategies involve actively seeking or creating opportunities to use or practice English communicatively. When compared to the other strategy groups, functional practice strategies showed less frequency of use. Yet, some individual strategies from this group which enjoyed great popularity were: watching TV shows or movies spoken in English or listening to English radio programs (84%), reading as much as possible in English (72%), starting conversations in English (69%), and finding chances to use English (67%).

3.2.6. Cognitive-Memory Strategies

Cognitive-memory strategies were the least frequently used group. The strategies in this group involve direct analysis, transformation, association, or synthesis of the target language, which, whether intentionally or not, will consequently facilitate the memory process.

Interestingly enough, even though the students overwhelmingly agreed that language learning involves a lot of memorization, it was the cognitive-memory strategies that were among the least frequently cited strategies. Students seemed to use only a limited inventory of memory strategies. When answering the open-ended question,

several students wrote that they just memorized English vocabulary, grammatical rules, or even whole pieces of English articles "through repetitions" and learned "by heart."

On the other hand, the least popular language learning strategies were: trying to think in English; writing notes, messages, letters, or reports in English; and memorizing new words by grouping or by using rhymes.

4. COMPARISON WITH ESL STUDENTS

4.1. Beliefs about English Learning

According to this study, Chinese EFL students shared many similar beliefs with ESL students as reported in Horwitz (1987). Like most ESL students, they recognized the existence of a foreign language aptitude, and like their ESL counterparts, about one third of the study group felt that they had a special ability to learn to speak English. Both groups, ESL and EFL, agreed that it is important to repeat and practice a lot and to speak with an excellent pronunciation. Both groups had strong motivations to learn to speak English well and related high proficiency in speaking English with better job opportunities (i.e., instrumental motivation). However, in contrast to the higher integrative motivation (to have American friends and to know English-speaking people and culture) demonstrated by ESL students, the Chinese EFL students reported less enthusiasm. The difference is possibly due to the foreign language learning environment, in which these Chinese students normally have far fewer opportunities than their ESL counterparts to assess and be exposed to the target language outside the language classroom.

Additionally, it was found that these two groups judged differently the difficulty of learning English. In contrast to ESL students, more of the EFL students (37%) felt that English was an easy language to learn. This number is triple the number (12%) of the ESL students who judged English to be an easy language, as reported in Horwitz (1987). This difference, as suggested by Horwitz (personal communication, 1991), might be due to their different learning stages. Since these Chinese EFL students had at least studied English for six years, they may be at a more advanced learning stage than the ESL students in Horwitz' study. Thus, more of the EFL students felt English was easy to learn than the ESL students.

The two groups also differed on the belief that "You shouldn't say anything in English until you can say it correctly" and the belief that "If beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on." Over one third of the ESL students (38%) agreed with the "You

shouldn't" statement, and about 28 percent of the ESL students agreed with the second statement. In contrast to the more consistent answers from the ESL students, the answers from these Chinese EFL students present a more complicated picture. Ninety-two percent of the EFL students disagreed with the "You shouldn't" statement, and less than four percent agreed with that statement. Many EFL students (80%) also felt overwhelmingly that if one allowed beginning students to make mistakes and did not correct them, it would be difficult for them to correct the errors later on. It seemed that these EFL students were torn between two conflicting beliefs. While many of these students tried to encourage themselves to speak English from the very beginning, they also suffered from their extreme concerns for correctness and fears of error fossilization.

In brief, the comparison between EFL and ESL students supports the belief that EFL and ESL learners may share some beliefs about learning English and that some of their beliefs may also vary due to different learning environments (EFL versus ESL) and to different learning stages. The following comparison between English learners and other foreign language learners hopefully will add another dimension to our understanding of these Chinese students' beliefs about language learning.

4.2. Learning Strategies Used

4.2.1. Comparison with Studies Using Oxford's SILL and Six Subcategories

Several recent studies which used the SILL (ESL/EFL 7.0 version, 50 items) have reported similar results: ESL or EFL students report using metacognitive strategies and social strategies more frequently than cognitive and compensation strategies, while the least popular strategies are affective and memory strategies (Green, 1991; Phillips, 1991; Oxford, Talbott, & Halleck, 1990; Oxford, 1992). On the other hand, these Chinese EFL students reported using comprehension, affective, and metacognitive strategies more other than social, cognitive, and memory strategies (Yang, 1992b).

The differences in the two groups' use of varied language strategies might be the result of different beliefs about language learning and the different learning contexts. EFL students generally have fewer opportunities to speak in English than do ESL students; accordingly, they might use social strategies less often than their counterparts living in English-speaking environments. This explanation is supported by the study of the Chinese EFL learners who were attending intensive English classes in Taiwan (Yang, 1992a). Generally, these intensive English classes are designed to provide an English-speaking environment, with smaller classes, native English speakers as teachers, and more communication-oriented activities. As a result, students attending intensive English

classes tend to have more chances to speak English and reported using more social strategies than did the general college students in this study. Yet, possibly due to the conflicting beliefs discussed previously, both Chinese EFL student groups resorted to affective and compensation strategies more often than did their ESL counterparts.

4.2.2. Comparison with Other Studies

O'Malley et al. (1985a, 1985b) have used different measures to study the learning strategies of beginning and intermediate ESL high school students in the United States. They also classify language learning strategies in broader terms than Oxford does. Yet, a comparison is not too difficult to make. According to the studies by O'Malley et al. (1985a, 1985b), cognitive learning strategies receive a higher level of use than metacognitive learning strategies, and social-affective learning strategies are used infrequently (O'Malley et al., 1985a, 1985b). In contrast to these findings, Chinese EFL students in the present study used some affective strategies quite often. Social strategies, though used comparatively less often than the ESL learners discussed above, were definitely not the least used strategies among the EFL students in this study. In addition, the EFL students' use of some metacognitive strategies (e.g., planning, monitoring, and evaluating) was not less frequent than their use of cognitive and memory strategies, though repetition enjoyed great popularity among both the EFL and the ESL learners. As the literature review has suggested, different learning stages and learning environments might have been the factors which differentiated the two groups' choice of different language learning strategies.

In comparison to the studies of "good language learners," the Chinese students in the study group shared many of the language learning strategies which have previously been associated with good language learners by Rubin (1975), Stern (1975), and Naiman et al. (1978). Noteworthily, the students in the present study reported using affective strategies to cope with the affective demands of second language learning; By using formal oral-practice strategies, functional practice strategies, and social strategies, they showed a tendency to view the second language as a means of communication and interaction. Other learning strategies which were believed essential for successful language learning also received a varied frequency of use by these Chinese EFL students.

Table 1 summarizes the results of these comparisons.

Table 1

Comparisons among Language Learners' Use of Learning Strategies

Studies	Author	Subjects	Order of Strategy Use
1.	Yang (1992b)	505 college EFL students in Taiwan (classified based on Factor analysis)	1. Formal oral-practice 2. Compensation 3. Social 4. Metacognitive (affective) 5. Functional practice 6. Cognitive-memory
	Yang (1992b)	505 college EFL students in Taiwan (classified based on Oxford's six categories)	1. Compensation 2. Affective 3. Metacognitive 4. Social 5. Cognitive 6. Memory
2.	Oxford, Talbott, & Halleck (1990)	43 ESL learners at Pennsylvania State University's intensive program	1. Social (HI) 2. Metacognitive (HI) 3. Cognitive (HI) 4. Compensation (HI) 5. Affective (MED) 6. Memory (MED)
3.	Phillips (1991)	141 foreign-born, adult Asian students attending intensive ESL programs at seven western state universities	1. Metacognitive (HI) 2. Social (HI) 3. Compensation (HI) 4. Cognitive (MED) 5. Affective (MED) 6. Memory (MED)
4.	O'Malley et al. (1985a)	70 beginning and intermediate ESL high school students in the U.S.A.	1. Cognitive 2. Metacognitive 3. Social-Affective

5. CONCLUSIONS AND IMPLICATIONS

5.1. Limitation of This Study

1. It should be noted that the results are based on a sample population of undergraduate students of English at Taiwan's universities. Thus, the generalization of the results to other populations with different native languages or educational backgrounds may be limited.

2. In retrospective self-reports, the event reported may not be recent in time and some information may be missing when reporting.

3. Beliefs and strategy use may change due to different learning stages or contexts.

5.2. Suggestions for Future Research

1. Replication needs to be done with different groups of language learners.

2. Studies of English teachers' beliefs and strategy preferences are recommended. It would be interesting to note how teachers' beliefs and strategy preferences correspond to their students' beliefs and strategy use. Such studies will provide us with more understanding about how teachers impact students' beliefs about language learning and their strategy use.

3. Studies with multiple research methods, like interview, diary, survey, and observation would provide additional information.

4. Studies done by classroom teachers instead of researchers.

5.3. Pedagogical Implications

1. There is new role for teachers as advisers, facilitators, helpers, guides, and consultants to their students.

2. Cognitive restruction, metacognitive consciousness raising through presentation, discussions, and language learning diary.—To remove students' erroneous beliefs or misconceptions, teachers can try to provide students with useful information about the nature and process of second language learning. A discussion with students concerning their assumption and responsibility of L2 learning is also helpful in raising students' awareness about the language learning.

3. Communicative approach and strategy training: A communicative approach to EFL teaching in Taiwan is necessary. The results of this study indicate that these college students in Taiwan had strong beliefs about the need to master speaking and listening skills, and they reported using several of the related strategies. Many language teachers and students in Taiwan also agreed that the traditional EFL instruction cannot meet the students' needs to express or comprehend messages in English when they go abroad for study. An enrichment of the EFL instruction by teaching for communicative competence is consequently important (Yang, 1988).

Oxford, Lavine, and Crookall (1989) have suggested that the communicative approach to language teaching implies and will encourage the use of language learning strategies by students. They have also suggested that different learning strategies

contribute to the process of acquiring communicative competence. Thus, the promotion of strategy use and the communicative language teaching has reciprocal beneficial functions.

4. There are several ways to implement curricular components concerning strategies and beliefs into the present curriculum. First, as implied by the above discussion about the reciprocal relationship between strategy use and communicative language teaching, one suggestion is to combine strategy training into communicative approach to language teaching. Furthermore, as recommended by several researchers (e.g., Oxford, 1990; Rubin, 1987, Chamot & Küpper, 1989), strategy training is best integrated into content language teaching by language teachers instead of by researchers.

The second possible way to implement a strategy and belief component into the current EFL curriculum is by introducing the component in extra-curricular activities, then gradually build it into the formal curriculum. This approach can solve some of the difficulties encountered in the very beginning of implementation, like the lack of appropriate instructional materials and the need for teacher retraining. Several benefits will be obtained:

(1) Extra-curricular activities stimulate students' curiosity and interest to participate and learn.

(2) As Savignon's study (1972) suggests, spending merely 20% of the language class time on communicative activities has already shown to greatly improve students' communicative competence and to not interfere with their linguistic competence. Strategy training may not need to take the whole class time to be effective. The main point is to insure that students are interested, motivated, and willing to practice their English on their own.

(3) Introducing the belief and strategy component in extra-curricular activities can prevent resistance from administrative authorities or others who do not understand the purposes and effectiveness of belief and strategy training. Also, this method is relatively easier to implement than directly integrating belief and strategy training into regular class under some instructional environment.

5.3. Concluding Remarks

In summary, this study has described what the Chinese EFL students think about their English study and what kind of learning strategies they report using in learning English. I believe that this understanding will help assure greater success in language

learning strategy training and better achievement in second language learning. Teachers can enhance learning by encouraging optimal strategy use when they are aware of students' beliefs about language learning and their use of learning strategies. Teachers can also influence students' beliefs and motivations by confronting their misconceptions with valuable information about second language learning (Horwitz, 1987). By encouraging effective beliefs, teachers may enhance effective use of learning strategies and therefore further contribute to students' continuing motivation to learn a second language.

Notes:

1. Self-efficacy is defined as "personal judgments of performance capabilities in a given domain of activities" (Schunk, 1985)

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Appendix A

The Response (in %) to Each Item in the Four Factors of the BALLI

No	Item Description	1[a] Strongly Disagree	2	3	4	5 Strongly Agree
	Factor 1—Self-efficacy and expectation about learning English					
16.	I have a special ability for learning foreign languages.	6[b]	20	43	27	5
5.	I believe that I will learn to speak English very well.	1	4	16	58	22
21.	I feel timid speaking English with other people.	10	28	23	32	7
4.	English is[c] (difficulty scale)	2	14	45	37	2
13.	I enjoy practicing English with the Americans I meet.	1	6	27	42	24
6.	People from my country are good at learning foreign languages.	2	19	56	18	4
	Factor 2—Perceived value and nature of learning spoken English					
31.	I want to learn to speak English well.	1	0	1	28	71
18.	It is important to repeat and practice a lot.	0	1	1	39	59
20.	People in my country feel that it is important to speak English.	1	2	7	50	40
12.	It is best to learn English in an English-speaking country.	2	3	6	43	47
32.	I would like to have American friends.	0	2	20	49	29
7.	It is important to speak English with an excellent pronunciation.	0	1	2	34	63
33.	Everyone can learn to speak a foreign language.	1	5	16	56	22
29.	If I learn English very well, I will have better opportunities for a good job.	1	2	9	56	32
9.	You shouldn't say anything in English until you can say it correctly.	55	37	4	2	2
	Factor 3—Beliefs about foreign language aptitude					
30.	People who speak more than one language are very intelligent.	8	29	41	20	3
2.	Some people have a special ability for learning foreign languages.	1	6	8	61	24
19.	Women are better than men at learning foreign languages.	10	26	34	26	4
11.	People who are good at mathematics or science are not good at learning foreign languages.	25	50	20	6	1
10.	It is easier for someone who already speaks a foreign language to learn another one.	2	16	29	44	10
8.	It is necessary to know about English-speaking cultures in order to speak English.	1	19	26	39	15
24.	I would like to learn English so that I can get to know Americans better.	8	39	33	17	4
	Factor 4—Beliefs in formal structural studies					
23.	The most important part of learning a foreign language is learning the grammar.	7	38	29	21	4

17. The most important part of learning a foreign language is learning vocabulary words.	3	20	22	42	13
28. The most important part of learning English is learning how to translate from my native language.	18	54	17	10	1
35. Language learning involves a lot of memorization.	0	3	7	59	32
34. It is easier to read and write English than to speak and understand it.	4	18	21	45	11
22. If beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on.	1	8	11	57	23
25. It is easier to speak than understand a foreign language.	4	33	22	35	7
Others					
1. It is easier for children than adults to learn a foreign language.	1	8	8	56	27
3. Some languages are easier to learn than others.	1	10	22	59	8
14. It's O.K. to guess if you don't know a word in English.	1	5	9	67	18
15. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?[d]	34	39	14	6	7
26. It is important to practice with cassettes or tapes.	1	7	22	59	12
27. Learning a foreign language is different than learning other academic subjects.	2	10	23	55	11

Note:

[a] 1 = Strongly disagree, 2 = Disagree, 3 = Neither disagree nor agree, 4 = Agree, and 5 = Strongly agree.

[b] The percentage has been rounded to nearest whole number.

[c] 1 = a very difficult language, 2 = a difficult language, 3 = a language of medium difficulty, 4 = an easy language, and 5 = a very easy language.

[d] 1 = 1-2 years, 2 = 3-5 years, 3 = 6-10 years, 4 = Over 10 years, and 5 = he can never learn a language well.

Appendix B

The Response (in %) to each Item in the Six Factors of the SILL

No	Item Description	1[a] Never	2	3	4	5 Always
	Factor 1—Functional practice strategies					
67.	I write notes, messages, letters, or reports in English.	29[b]	38	27	5	1
66.	I read for pleasure in English.	17	37	29	15	2
64.	I start conversations in English.	7	24	43	19	7
68.	I try to think in English.	37	32	22	8	1
85.	I look for people I can talk to in English.	16	38	30	13	4
86.	I look for opportunities to read as much as possible in English.	7	21	40	25	7
65.	I watch TV shows or movies spoken in English or listen to the English radio program.	4	12	38	32	14
98.	I ask questions for clarification and verification about English.	9	28	37	20	6
99.	I try to learn about the culture of English speakers.	13	29	32	23	3
63.	I use the English words I know in different ways.	8	32	38	19	4
80.	I try to find as many ways as I can to use my English.	5	29	39	22	6
73.	I make summaries of information that I hear or read in English.	15	37	33	13	2
90.	I encourage myself to speak even when I am afraid of making a mistake.	4	15	35	35	11
81.	I notice my English mistakes and use that information to help me do better.	3	14	41	35	7
72.	I try not to translate word-for-word.	3	18	38	33	8
	Factor 2—Cognitive-memory strategies					
69.	I look for similarities and contrasts between English and my own language.	15	32	33	19	2
51.	When learning a new word, I create associations between new material and what I already know.	3	17	41	33	6
54.	I remember a new English word by making a mental picture of a situation in which the word might be used.	11	23	31	31	5
53.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	15	32	24	24	6
57.	I memorize new English words by grouping them into categories (e.g., synonym, antonym; noun, verb).	21	42	24	12	2
55.	I use rhymes to remember new English words (e.g., rice & ice; no & know).	20	35	30	13	3
70.	I try to find patterns in English.	8	24	35	29	4
52.	I use new English words in a sentence so I can remember them.	10	36	34	17	3
71.	I find the meaning of an English word by dividing it into parts that I understand.	6	16	33	35	10
	Factor 3—Metacognitive strategies					
88.	I think about my progress in learning English.	7	24	35	29	4

84. I plan my schedule so I will have enough time to study English.	11	35	37	12	5
87. I have clear goals for improving my English skills.	10	35	35	15	5
92. I notice if I am tense or nervous when I am studying or using English.	5	20	27	39	9
83. I try to find out a better way to learn English.	1	8	23	48	19
58. I review English lessons often.	4	23	49	20	4
93. I talk to someone else about how I feel when I am learning English.	9	22	40	22	7
91. I give myself a reward or treat when I do well in English.	9	23	30	28	11
89. I try to relax whenever I feel afraid of using English.	6	18	34	36	7
Factor 4—Formal oral-practice strategies					
62. I practice the sounds of English.	2	12	28	42	16
61. I try to talk like native English speakers.	9	17	28	35	12
82. I pay attention when someone is speaking English.	2	5	25	54	15
79. If I can't think of an English word, I use a word or phrase that means the same thing.	1	4	21	57	18
60. I say or write new English words several times.	1	19	38	33	10
Factor 5—Social strategies					
97. I ask for help from English speakers.	11	28	34	22	4
96. I practice English with other students.	10	30	42	16	2
95. I ask English speakers to correct me when I talk.	7	24	37	26	6
94. If I do not understand something in English, I ask the other person to slow down or say it again.	2	8	25	46	18
Factor 6—Compensation strategies					
75. When I can't think of a word during a conversation in English, I use gestures.	6	16	25	42	12
76. I make up new words if I do not know the right ones in English.	9	21	34	28	8
74. To understand unfamiliar English words, I make guesses.	2	5	28	53	12
77. I read English without looking up every new word.	2	19	31	37	12
78. I try to guess what the other person will say next in English.	13	32	35	16	4
56. I use flashcards to remember new English words.	16	34	30	16	4
Others					
59. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	14	24	34	23	5

Note:

[a] 1 = I never do this, 2 = I seldom do this, 3 = I sometimes do this, 4 = I usually do this, and 5 = I always do this.

[b] Percentage has been rounded to nearest whole number.